CRISIS OF INDIAN EDUCATION AND NEW STRATEGY FOR PREPAREDNESS OF PANDEMIC SITUATION EDUCATION SECTOR

Ayan Kumar Maity[1] | Chandralekha Bandyopadhyay[1] | Saunava Manna[2]

[1]Department of Geography, The University of Burdwan, Burdwan, West Bengal, India.
[2]Department of Geography, Vidyasagar University, Midnapore, West Bengal, India.

ABSTRACT

In India, School closures have affected 320 million students (UNESCO, 2020). Due toclosure of schools to ensure the health safety of students teaching has moved to digital platform. Learning inequality, dropout from institution, Nutritional deficiency, digital divide, gender disparity, impact of school closure on marginalized children, technological inefficiency, inadequate infrastructure, physical and mental trauma. However different policies are taken by administration which helps to changing scenario of our nation's education system. This paper is highly highlighted on present education system of India and policy measures to maintain a balance system in education sector, during biological disaster.

INTRODUCTION

COVID-19 has affected a large member of students across state, class, caste, gender and region. Due to closure of school digital platform is increasing learning inequality among students. As of 12 January 2021, approximately 825 million learners are currently affected due to school closures in responses to the Pandemic as a result education has changed dramatically with the distinctive rise of e learning. Online learning has been shown to increase retention of information and take less time. By the end of March 2020, the pandemic was everywhere, resulting in the closure of most of the schools, colleges and universities in India. It accelerated the adoption of digital technologies to deliver education. The nationwide lockdown has a great impact on the education system of the country. Rural area education system was highly affected. Only few private school and universities could adopt online methods. Low income group mainly Government, Government aided and Government sponsored schools are not accommodated with this method.

OBJECTIVES:

During this pandemic situation for Covid 19 the present paper highlights on the following objects:

- To find out the present situation of the students regarding COVID-19.

- Impact on physical and mental condition of the students.

- To find out the steps taken by the Government of India for education system day by day.

- To find out the position of the backward students regarding online education.

METHODOLOGY:

Data and information are collected on the basis of the online survey (Google Form). There we have kept about 50 types of MCQ questions where as only 150 response have been collected from various categories. Information are also collected various national and international journals and various authentic websites which have referred.

➢ **Government taken some steps on education during COVID 19:**

The Government has taken various steps to provide online education in COVID-19 pandemic. These include PRAGYATA Guidelines on Digital Education, Internet access under BHARAT NET scheme, etc. (Ministry of Education, 21). The COVID-19 has resulted in schools shut all across the India. Mainly huge children are out of the classroom as a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. Not only that it is the effect of postponed/ cancelling various types of examination like Central board of secondary education (CBSE) and West Bengal Board of Secondary Education (WBBSE) Madhyamik and Higher Secondary examination. The Union Public Service Commission (UPSC) postponed the interview for the Civil Services Examination 2019 (Wikipedia). Similarly the most of the State Governments and other educational examination postponed due to outbreak of COVID-19.In this situation The Ministry of Human Resources Development and its associated institutions are promoting digital education through Online Educational Platforms and through the mediums of TV and RADIO. While students and teachers can access these through the laptops, desktops and mobile phones, these resources are being reached to learners in remote areas through Television and Radio. The following are some of the online

resources developed by the Government like Diksha, E-Pathshala, National Repository of Open Educational Resources (NROER), Swayam, Swayam Prabha, Nishtha and National Digital Library etc.


A Cycle Approach to education in Emergencies

PREPARE

COPE

RECOVER
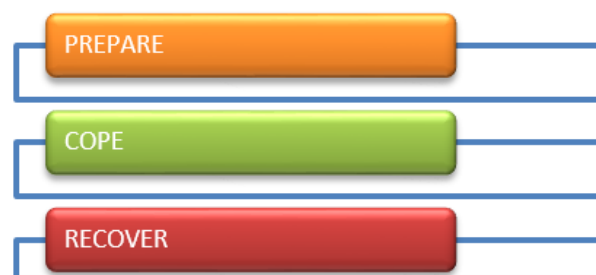
Sl No	State	Rural		Urban	
		Rural Urban Operate Computer (%)	Access Internet (%)	Operate Computer (%)	Access Internet (%)
1	Andhra Pradesh	1.5	10.4	11.6	29.5
2	Assam	3.7	12.1	30.8	46.9
3	Bihar	2.7	12.5	20	38.6
4	Chhattisgarh	3.2	10.6	22	34.6
5	Delhi	NA	NA	34.7	55.8
6	Gujarat	4.4	21.1	20.1	49.1
7	Haryana	5.9	37.1	29.5	55.5
8	Himachal Pradesh	10.5	48.6	28.3	70.6
9	Jammu & Kashmir	3.5	28.7	16	57.7
10	Jharkhand	1.3	11.9	15.6	40.2
11	Karnataka	2	8.3	22.9	33.5
12	Kerala	20.1	46.9	27.5	56.4
13	Madhya Pradesh	2.3	9.7	17.2	35.4
14	Maharashtra	3.3	18.5	27.4	52
15	Odisha	1.8	5.8	17.2	31.2
16	Punjab	9.4	39.4	26.7	57.1
17	Rajasthan	6.4	18.5	26.6	49.9
18	Tamilnadu	11.6	14.4	24.7	24.8
19	Telangana	1.6	9.9	17.6	41.9
20	Uttarakhand	7	35.2	32.5	64.3
21	Uttar Pradesh	4	11.6	22.3	41
22	West Bengal	3.3	7.9	11	36

Source: 75th round of National Sample survey conducted between July 2017 and

June 2018

Report, based on the 2017-18 NSSO Indicators of Household Social Consumption on Education in India
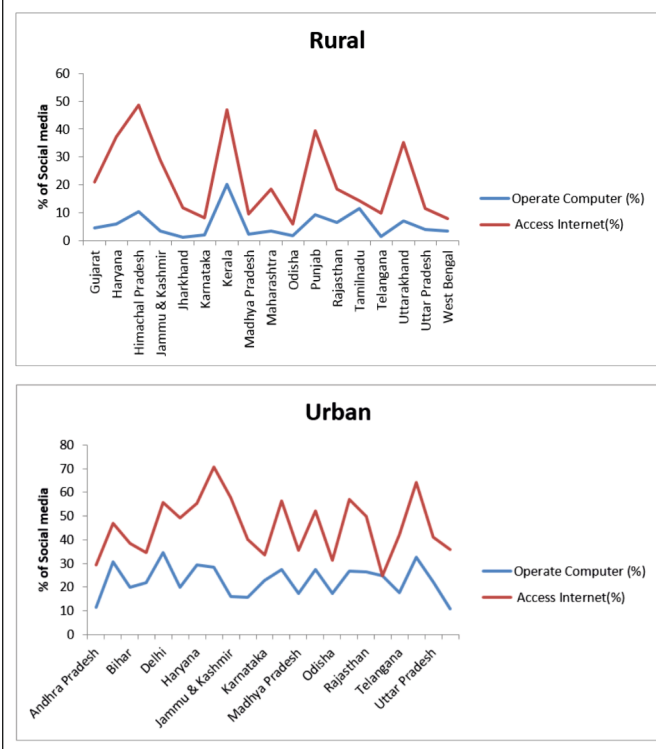
➤ **Positive impact of COVID 19 on Indian Education System:**
It is found that COVID-19 has created many negative impacts on education; as well as educational institutions of India which have accepted the challenges and trying their best to provide seamless support services to the students during the pandemic situation. At this Indian education system got the opportunity for transformation from traditional system to a new era. The following points may be considered as the positive impacts.

Use of softcopy instead of hard copy - It is also found at the time of lockdown situation, students were not able to collect the hard copies of study materials and hence most of the students used soft copy materials for reference.

Teaching Learning methodological change - There is a new opportunity where collaborative teaching and learning can take on new forms.

Development of virtual meeting - The pandemic has created a massive rise in teleconferencing, virtual meetings, and webinars and e-conferencing opportunities.

Increasing digital literacy- At the pandemic situation people increased to learn and use digital technology and resulted in increasing the digital literacy.

Information through electronic media - At this time Learning materials are shared among the students easily and which is related queries and resolved through e-mail, SMS, phone calls and using different social media like WhatsApp or Facebook.

Worldwide learning exposure – In this situation we have found that Educators and learners are also getting various types opportunities to interact with peers from around the world. Learners adapted with an international community. Management of time – During pandemic situation for COVID 19 Students is also able to manage their time more efficiently in online education.

Rejuvenation of Open and Distance Learning- In this situation, most of the students preferred Open and Distance Learning mode as it encourages self learning providing opportunities to learn from diverse resources and customized learning as per their needs.

➤ **Negative impact of COVID 19 on Indian Education System:**
We have found that during COVID 19 Indian education system has suffered a lot. It creates many negative impacts on education and some of them are as pointed below:

Constant of Normal Educational activity – At this time all the Schools of India are closed and classes have been suspended. Different boards have already postponed the annual examinations and entrance tests across India.

Low adaptation of online education nearer to teachers and students – Most of the Teachers and students are found they are unprepared for online education; they were not ready for this sudden transition to online learning.

Improper role of Parent's - In urban area we have found some parents those are educated are able to guide their students but some of them who are not educated are facing problem to teach children in the house.

Problem related to Digital divide: It is found that most of the student's in rural area may not able to afford computer, laptop or supporting mobile phones in their homes, which affected online teaching-learning may create a digital divide among students. The lockdown has separated the poor students in India as most of them are unable to explore online learning according to various reports.

Inequality of teaching learning method: It makes a big gap between rich vs. poor and urban vs. rural students in teaching learning method.

RESULT AND ANALYSIS:
• During this lockdown for Covid 19 situation most of students of various categories are giving their examination with the help of online system and open book. Some of them are accepted it satisfactorily near about 40.2% and some of them are not accepted it near 59.8%. It is found most of the students taking good position without any stress. They cover up all the examination smoothly but it is too much doubt for their eligibility. Their future prospect will be affected in growth of time.

• When we have surveyed it through online we came to know that student's response in this educational system through online and they are also engage with their studies through the online in front of the computer, mobile about 10 to 12 hours. It is too much affected on their eyes as well as brain and physical and mental health.
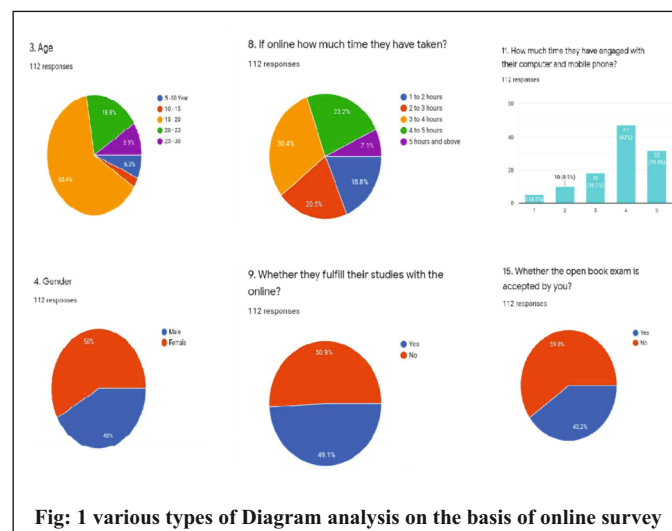

Fig: 1 various types of Diagram analysis on the basis of online survey

Problems:
➤ **Internet connection strength:**
One of the major stumbling blocks with regard to online learning is the lack of strong and stable internet connections, as the ones conventionally used at homes have either low bandwidth or have exhausted their limits. Just the process of logging in for a class itself becomes a cumbersome process for students and teachers alike. Even as upgrading the broadband connection is a prima facie solution, but it certainly isn't a fool-proof one. What's really needed for the purpose is a tool that can make logging in a one-time process. There's a need for an app through wherein both teachers and students can simply select their class/subject and get going.

➤ **Conducting assessments:**
Assessing a student in the right manner is an integral component of the education system. Under normal circumstances, students are made to take a test or appear in an examination on school premises; unfortunately that's not a possibility now. In online learning, assessing students through a Multiple - Choice Question (MCQ) mechanism is still feasible as a stop-gap but real learning is measured by conducting a subjective assessment - this is one of the biggest challenges for traditional detach solutions that are predominantly MCQ based. Another related hindrance is checking the assessments. Even if students upload their answer sheets online and if the teacher concerned teaches across five different sections, they would have to assess more than 50 students. And it is particularly an uphill task to upload or download so many answer sheets.

➤ **Online security:**
No matter what you do on the Internet, concern about data privacy and security is always associated. Usually, teachers conduct online classes through free platforms such as ZOOM and Google Classroom. But they are not really the safest or

the most secure tools for the purpose of learning. The need is to make use of new-age detach platforms that ensure a safe online environment.

➢ **Lack of formality:**

Some teachers mentioned how they feared being judged by parents while teaching. "We are trying to teach on a new medium and we are being watched by parents and other family members constantly. We have to make sure we don't make any mistakes, which is possible. Also, we understand we cannot control our students in this environment and if we find some of our students having their breakfast as they are studying, we don't say anything. What is important is that they attend class and are able to understand new lessons away from any contact with teachers and other students," said one teacher choosing to remain anonymous. Many students do not have the new textbooks and the teacher is the only source of learning and reference.

➢ **Increase in screen time:**

Parents are concerned about too much overall screen time (mobile, television, gaming, laptop) including education now.
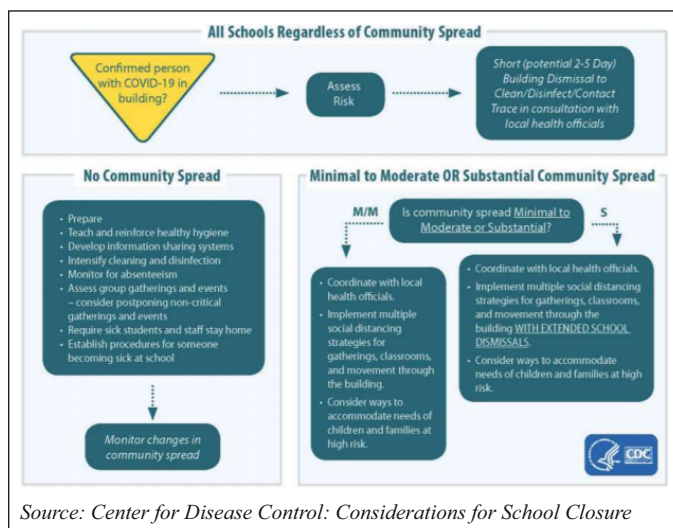
Source: Center for Disease Control: Considerations for School Closure

Policy measures needed:

- The Government should ensure that no children are left behind in education. Hence, as an immediate measure, steps should be taken to distribute text books, and make provision for the supply of free smart phones/ laptops/ tablets to all school children.

- To avail of online classes, states should provide a free data package or reimburse the cost of data.

- As a COVID response to education, the Government should take measures to support the well-being, payment and retention of teachers.

- The Government should make an upward revision of scholar-ship amounts for marginalized children and it should be demand driven and universalized.

- Implementing physical distancing norms in schools requires substantial investment for infrastructure. This includes, filling the vacant posts of teachers, their trainings and the recruitment of non-teaching staff.

- While WASH sector priorities are listed in the 15th Finance Commission grants to the Panchayati Raj Institutions, it is important that these guidelines cover WASH services at schools and Aanganwadi centres, especially in the context of the COVID-19 pandemic.

 (Source: Impact of COVID-19 on School Education in India: What are the Budgetary Implications?)

CONCLUSION:

The Pandemic has significantly disrupted the education sector in India. Economic, social and mental tress is associated with the event. Instead of chalk – talk teaching model in India is driven by technology. Fruitful policy is necessary to manage the crisis and build a resilient Indian Education System in the long term. A well rounded and effective educational practice is needed for the capacity building of young minds.

REFERENCES:

I. Protiva Kundu and Shivani Sonawane (2020) - Impact of COVID-19 on School Education in India: What are the Budgetary Implications?

II. Basilaia, G., & Kvavadze, D. (2020). Transition to online education in schools during a SARS-CoV-2 coronavirus (COVID-19) pandemic in Georgia. Pedagogical Research.

III. UNESCO. COVID-19 Educational Disruption and Response. Retrieved on WHO.

IV. WHO Coronavirus Disease (COVID-19) Dashboard. Retrieved on May 20, 2020 from https://covid19.who.int/ Wikipedia. Covid-19 Pandemic in India. Retrieved on https://en.wikipedia.org/wiki/Education_in_India

V. Jena, P. K. (2020). Impact of pandemic COVID-19 on education in India. International journal of current research (IJCR), 12.

VI. Muthuprasad, T., Aiswarya, S., Aditya, K. S., & Jha, G. K. (2021). Students' perception and preference for online education in India during COVID-19 pandemic. Social Sciences & Humanities Open, 3(1), 100101.

VII. Nimavat, N., Singh, S., Fichadiya, N., Sharma, P., Patel, N., Kumar, M., ... & Pandit, N. (2021). Online Medical Education in India–Different Challenges and Probable Solutions in the Age of COVID-19. Advances in Medical Education and Practice, 12, 237.

VIII. Rajhans, V., Memon, U., Patil, V., & Goyal, A. (2020). Impact of COVID-19 on academic activities and way forward in Indian Optometry. Journal of Optometry, 13(4), 216-226.

IX. Pattanshetti, V. M., & Pattanshetti, S. V. (2020). The impact of COVID-19 on medical education in India. Journal of the Scientific Society, 47(1), 1.

WEBSITE:

I. https://government.economictimes.indiatimes.com/news/education/covid-19-pandemic-impact-and-strategies-for-education-sector-in-india/75173099

II. https://www.jagranjosh.com/general-knowledge/impact-of-coronavirus-on-education-in-india-1587642880-1

III. https://www.indiatoday.in/magazine/news-makers/story/20210111-school-of-hard-knocks-1755078-2021-01-03

IV. https://www.globalsistersreport.org/news/ministry/column/covid-19s-impact-education-india-its-not-all-bad-news